



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2901 Detroit Avenue, Kingman, AZ 86401

Kingman Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Mary Ann L Smith
Schedule : 07:00 AM to 05:00 PM
Grades : Pre-K-6
Web Address : www.kusd.org/manzanita/
Phone Number : (928) 753-6197
Fax Number : (928) 753-7756
E-mail : msmith@kusd.org

Mission

All students have the right to a quality education: learning is a lifelong process; learning is an individual process; and education is an interactive process.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase academic achievement. Increase test scores. Reading skills groups for Looping and regular 1-2-3. Special schedule to max learning time. Our school goal in language arts is to improve writing skills and scores.
- ü Schoolwide 'Read-it' program. Lower grade RIF program. Reading Challenges two times each year. Math competition and national comparison for improving math skills. Schoolwide science fair to increase science knowledge.
- ü Continue to improve in all academic areas. Maintain and increase test scores in all grades and subjects. Continue to maintain high scores in math.
- ü Increase our volunteer programs to assist students in achieving academic success. Keep fostering and increasing grandparent volunteers.

Enrollment

October 1, 2005 School Year Student Enrollment : 757
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 120

Instructional Programs

- ü Gifted - Self-contained (Grades 4-6)
- ü Skills Groups (Grades 1-3)
- ü Full-day Kindergarten
- ü Special Education/At-risk Preschool
- ü Walk to Read K-3
- ü Title I Reading and Math
- ü Self Contained Special Ed 4-6
- ü Special Ed Inclusion K-6

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/11/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Behavior guidelines are given to all students and parents to maximize safety. Accomplishments are acknowledged. Academic programs foster maximum learning. We have special classes of band, music, PE, computer lab, library, chess and student council.

Parents

To read and discuss behavior guidelines with their child and sign a statement that they have done so; ensure consistent attendance and to be on time; provide up-to-date immunizations. Parents are encouraged to be active in their child's education.

Transportation Policy

Students from outside our boundaries are attendance exceptions and parents must provide transportation. Activity bus runs one hour after school. Riding the bus is a privilege and bus demerits are given to students for inappropriate behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona A+ School	2001
ü Runner-up for the Arizona Golden Bell Award Twice	2003
ü Intel Innovations in Teaching Award	2000
ü NAEYC Accreditation (Preschool)	2000

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	589	80010	99	98	99	444	432	447	1	13	10	26	24	18	65	56	53	8	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	280	38935	98	99	99	446	432	447	NA	12	9	24	24	19	68	58	55	7	7	17
Male	51	309	40974	100	98	98	442	432	448	2	14	11	27	24	18	63	55	52	8	7	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	101	34545	NC	100	99	NC	423	432	NC	18	14	NC	29	24	NC	50	53	NC	4	9
Asian/Pacific Islander	NC	10	2068	NC	100	99	NC	NA	474	NC	NA	4	NC	NA	10	NC	NA	50	NC	NA	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	77	460	35142	99	98	99	443	434	465	1	12	5	29	24	11	64	57	56	6	7	28
Students with Disabilities	13	82	10161	100	92	93	428	397	419	8	40	28	38	35	28	46	23	36	8	1	8
Students without Disabilities	79	507	69849	99	99	100	446	438	451	NA	9	7	24	22	17	68	61	56	8	8	19
Limited English Proficient Students	--	15	14013	--	100	97	--	399	413	--	27	24	--	60	34	--	13	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	31	300	39029	100	98	98	446	427	432	NA	15	14	23	26	25	71	54	52	6	4	9
Non-Economically Disadvantaged	61	289	40981	98	99	100	443	438	462	2	11	6	28	21	13	62	58	54	8	10	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	589	79438	99	98	98	462	444	451	1	10	9	14	27	24	77	57	56	8	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	279	38775	98	98	99	466	451	457	NA	6	7	12	23	22	78	65	58	10	5	13
Male	51	310	40560	100	98	97	459	438	446	2	14	12	16	31	25	76	50	54	6	5	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	101	34297	NC	100	98	NC	436	434	NC	13	14	NC	32	31	NC	47	50	NC	9	5
Asian/Pacific Islander	NC	10	2063	NC	100	99	NC	NA	475	NC	NA	3	NC	NA	15	NC	NA	63	NC	NA	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	77	460	34887	99	98	98	461	445	471	1	10	4	16	27	15	75	58	63	8	5	18
Students with Disabilities	13	82	9588	100	92	88	440	399	416	8	41	30	38	41	32	54	17	34	NA	NA	5
Students without Disabilities	79	507	69850	99	99	100	466	451	456	NA	5	7	10	25	23	81	64	59	9	6	12
Limited English Proficient Students	--	15	13856	--	100	96	--	401	407	--	33	27	--	47	43	--	20	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	31	300	38685	100	98	97	458	438	435	3	13	14	16	30	32	77	53	50	3	4	5
Non-Economically Disadvantaged	61	289	40753	98	99	99	464	451	467	NA	7	5	13	24	16	77	62	62	10	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	588	79971	100	98	99	407	411	423	6	9	8	66	53	41	28	37	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	279	38974	100	98	99	416	426	437	2	3	5	57	46	33	40	48	57	NA	3	4
Male	51	309	40895	100	98	98	399	398	410	10	14	10	73	58	47	18	27	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	100	34481	NC	99	99	NC	407	410	NC	10	10	NC	56	46	NC	34	43	NC	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	78	461	35150	100	98	99	408	412	437	6	8	5	67	52	35	27	37	56	NA	2	5
Students with Disabilities	13	81	10258	100	91	94	384	353	377	15	33	23	85	57	51	NA	10	25	NA	NA	1
Students without Disabilities	80	507	69713	100	99	100	410	421	429	5	5	5	63	52	39	33	41	52	NA	2	3
Limited English Proficient Students	--	15	13985	--	100	97	--	360	382	--	33	18	--	67	54	--	NA	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	31	299	38994	100	98	98	401	407	409	10	10	10	61	54	47	29	34	41	NA	1	1
Non-Economically Disadvantaged	62	289	40977	100	99	100	410	416	437	5	7	5	68	51	34	27	39	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	582	80147	100	98	99	486	465	482	4	16	11	18	21	17	60	52	49	18	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	269	39281	100	99	99	480	464	483	6	17	9	14	22	17	64	49	50	16	13	24
Male	54	313	40780	100	98	98	491	466	482	2	14	12	22	21	17	56	54	48	20	10	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	12	91	33494	100	99	99	498	464	466	NA	13	15	25	24	23	42	55	49	33	8	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	87	466	36122	100	98	99	485	465	501	5	16	5	17	21	10	61	51	50	17	12	35
Students with Disabilities	13	102	10295	100	92	92	437	426	443	23	42	33	54	30	26	15	25	33	8	2	8
Students without Disabilities	91	480	69852	100	100	100	493	473	488	1	10	7	13	20	16	66	57	51	20	13	26
Limited English Proficient Students	--	13	12722	--	87	97	--	424	441	--	38	27	--	38	33	--	23	37	--	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	34	311	38371	100	97	97	477	456	465	3	20	15	26	25	23	56	48	49	15	8	13
Non-Economically Disadvantaged	70	271	41776	100	100	100	490	475	498	4	11	6	14	18	11	61	56	49	20	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	581	79686	100	98	98	482	460	470	5	14	11	14	28	24	70	53	57	11	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	269	39163	100	99	99	489	466	475	2	11	9	12	26	22	72	55	60	14	9	10
Male	54	312	40438	100	98	97	474	455	465	7	16	13	17	30	25	69	51	54	7	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	12	90	33299	100	98	98	481	458	452	17	16	17	8	23	32	58	59	47	17	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	87	466	35914	100	98	98	482	461	489	3	13	5	15	29	15	71	52	67	10	6	14
Students with Disabilities	13	101	9808	100	91	87	434	420	432	23	36	35	46	47	32	31	17	30	NA	1	3
Students without Disabilities	91	480	69878	100	100	100	488	468	475	2	9	8	10	24	23	76	60	61	12	6	9
Limited English Proficient Students	--	12	12594	--	80	96	--	406	422	--	58	34	--	33	45	--	8	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	34	310	38095	100	96	97	472	449	452	6	16	17	24	36	32	68	46	48	3	2	3
Non-Economically Disadvantaged	70	271	41591	100	100	99	486	472	486	4	11	6	10	20	16	71	61	65	14	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	585	80372	100	99	99	490	468	475	1	5	4	15	31	30	84	63	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	271	39452	100	99	99	499	483	488	NA	2	3	12	27	22	88	69	72	NA	2	3
Male	54	314	40836	100	99	98	481	455	464	2	7	6	19	35	37	80	57	56	NA	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	12	92	33608	100	100	99	497	466	462	NA	3	6	17	34	36	83	61	57	NA	2	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	87	468	36213	100	99	99	488	468	489	1	4	2	16	32	22	83	63	72	NA	1	3
Students with Disabilities	13	104	10526	100	94	94	449	412	427	8	19	15	54	54	53	38	26	31	NA	1	1
Students without Disabilities	91	481	69846	100	100	100	495	479	482	NA	1	3	10	27	26	90	71	69	NA	1	2
Limited English Proficient Students	--	14	12747	--	93	97	--	423	432	--	7	12	--	71	52	--	21	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	34	313	38521	100	97	98	473	457	461	3	6	6	24	37	38	74	55	55	NA	1	1
Non-Economically Disadvantaged	70	272	41851	100	100	100	497	480	489	NA	3	3	11	25	22	89	71	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	606	79306	99	99	99	519	490	504	5	17	13	15	24	20	51	48	49	29	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	312	38845	100	99	99	529	493	505	2	14	11	10	26	20	50	48	50	38	12	18
Male	31	294	40383	97	99	98	505	488	504	10	19	14	23	23	19	52	48	47	16	10	19
African American	NC	11	4171	NC	100	98	NC	485	485	NC	27	20	NC	9	26	NC	55	44	NC	9	10
Hispanic	12	99	32673	100	100	99	495	481	487	25	21	18	8	25	25	58	44	46	8	9	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	10	4034	NC	100	97	NC	NA	479	NC	NA	22	NC	NA	29	NC	NA	43	NC	NA	7
White	62	479	36234	98	98	99	524	493	523	2	16	6	18	24	13	47	49	52	34	11	28
Students with Disabilities	NC	97	10286	NC	95	91	NC	450	462	NC	49	41	NC	26	27	NC	24	27	NC	1	5
Students without Disabilities	72	509	69020	100	100	100	523	498	510	4	11	9	14	24	18	50	52	52	32	13	21
Limited English Proficient Students	NC	15	10291	NC	100	96	NC	438	458	NC	47	38	NC	47	34	NC	7	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	26	322	37437	96	98	97	499	480	486	12	22	19	19	29	26	50	43	46	19	7	9
Non-Economically Disadvantaged	53	284	41869	100	99	100	529	502	521	2	11	7	13	20	14	51	54	51	34	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	606	79000	100	99	98	509	481	489	4	12	10	10	28	24	71	54	58	15	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	311	38774	100	99	99	515	486	494	NA	9	7	8	25	22	75	59	61	17	7	10
Male	32	295	40150	100	99	98	499	477	485	9	16	12	13	31	25	66	48	55	13	5	8
African American	NC	10	4153	NC	91	98	NC	NA	476	NC	NA	13	NC	NA	30	NC	NA	53	NC	NA	4
Hispanic	12	99	32508	100	100	98	483	467	472	8	13	15	8	37	33	83	48	49	NA	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	100	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	63	480	36135	100	99	98	514	485	508	3	11	4	10	26	14	70	56	67	17	7	15
Students with Disabilities	NC	98	9991	NC	96	88	NC	440	449	NC	44	33	NC	32	36	NC	24	29	NC	NA	2
Students without Disabilities	72	508	69009	100	99	100	513	489	495	3	6	6	8	27	22	72	60	62	17	7	10
Limited English Proficient Students	NC	15	10199	NC	100	95	NC	430	439	NC	40	35	NC	60	47	NC	NA	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	27	322	37234	100	98	97	498	470	472	7	17	15	15	32	33	67	48	50	11	3	3
Non-Economically Disadvantaged	53	284	41766	100	99	99	514	494	505	2	7	5	8	23	16	74	61	65	17	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	607	79611	100	99	99	529	487	496	1	10	7	21	42	37	76	48	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	313	39016	100	99	99	541	500	511	NA	6	4	13	37	29	85	56	66	2	1	1
Male	32	294	40519	100	99	98	510	474	482	3	14	10	34	46	44	63	39	46	NA	1	0
African American	NC	11	4188	NC	100	98	NC	488	486	NC	9	9	NC	36	40	NC	55	50	NC	NA	0
Hispanic	12	99	32855	100	100	99	509	478	481	NA	14	10	17	37	43	83	48	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	63	480	36380	100	99	99	532	489	511	2	9	4	22	42	30	75	48	65	2	1	1
Students with Disabilities	NC	98	10664	NC	96	94	NC	427	440	NC	31	23	NC	56	54	NC	13	22	NC	NA	1
Students without Disabilities	72	509	68947	100	100	100	534	498	504	NA	6	4	18	39	34	81	55	61	1	1	1
Limited English Proficient Students	NC	15	10362	NC	100	97	NC	412	438	NC	33	22	NC	60	57	NC	7	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	27	323	37626	100	99	98	515	473	479	4	14	10	22	46	45	74	40	45	NA	0	0
Non-Economically Disadvantaged	53	284	41985	100	99	100	535	503	511	NA	5	4	21	37	30	77	57	65	2	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	584	79327	100	100	98	519	507	518	21	22	19	10	21	20	51	47	46	17	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	277	38961	100	100	98	513	506	520	25	21	16	10	24	20	50	48	48	15	8	16
Male	67	307	40295	100	99	97	524	508	516	18	23	21	10	19	19	52	46	44	19	12	16
African American	NC	10	4247	NC	100	98	NC	NA	499	NC	NA	27	NC	NA	24	NC	NA	41	NC	NA	8
Hispanic	21	91	32327	100	100	98	513	504	499	24	23	27	5	20	25	62	49	41	10	8	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	12	4391	NC	100	96	NC	516	489	NC	8	32	NC	17	27	NC	75	36	NC	NA	4
White	88	467	36373	100	99	98	520	507	538	20	22	10	13	22	14	48	46	52	19	10	25
Students with Disabilities	19	101	9321	100	99	87	460	448	467	74	75	54	NA	11	22	21	13	21	5	1	3
Students without Disabilities	96	483	70006	100	100	100	531	519	524	10	11	14	13	23	19	57	54	49	20	12	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	45	287	37097	100	99	97	505	498	498	31	28	27	9	21	25	53	44	41	7	7	7
Non-Economically Disadvantaged	70	297	42230	100	100	99	529	515	535	14	16	11	11	22	15	50	49	50	24	13	24

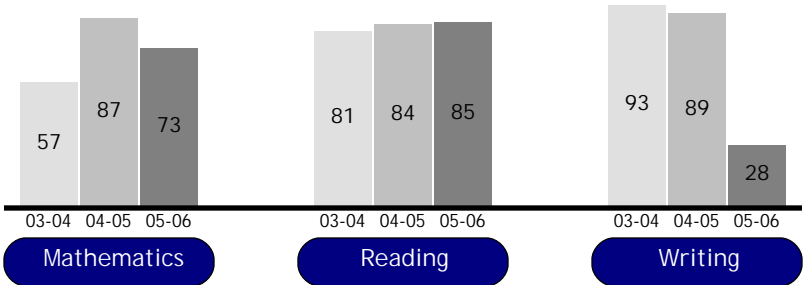
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	584	79501	100	100	98	497	491	497	7	11	10	24	28	25	66	58	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	277	39062	100	100	99	495	496	502	2	6	8	29	27	23	69	63	64	NA	3	5
Male	67	307	40368	100	99	98	498	487	491	10	14	13	21	29	27	64	54	57	4	3	3
African American	NC	10	4279	NC	100	99	NC	NA	485	NC	NA	14	NC	NA	30	NC	NA	54	NC	NA	2
Hispanic	21	91	32389	100	100	98	490	490	478	10	9	16	24	30	34	67	60	48	NA	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	12	4401	NC	100	96	NC	503	473	NC	NA	17	NC	25	40	NC	75	43	NC	NA	1
White	88	467	36446	100	99	99	497	491	516	6	11	4	26	28	15	65	57	73	3	3	7
Students with Disabilities	19	101	9411	100	99	88	455	440	453	26	44	36	42	39	36	32	18	26	NA	NA	1
Students without Disabilities	96	483	70090	100	100	100	505	501	502	3	4	7	21	26	24	73	67	65	3	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	45	287	37183	100	99	97	485	481	479	7	14	16	36	33	34	58	51	49	NA	1	1
Non-Economically Disadvantaged	70	297	42318	100	100	99	504	501	513	7	7	5	17	23	17	71	65	70	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	582	80000	100	99	99	568	559	564	2	4	3	10	9	11	77	79	75	12	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	277	39288	100	100	99	574	570	579	NA	4	2	8	5	6	81	80	77	10	11	16
Male	67	305	40644	100	98	98	564	550	549	3	4	4	10	12	15	73	78	74	13	6	7
African American	NC	10	4307	NC	100	99	NC	NA	551	NC	NA	4	NC	NA	13	NC	NA	75	NC	NA	7
Hispanic	21	90	32672	100	99	99	566	554	548	5	6	4	5	7	14	67	77	76	24	11	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	12	4424	NC	100	97	NC	583	549	NC	NA	3	NC	NA	14	NC	100	77	NC	NA	5
White	88	466	36602	100	99	99	569	559	579	1	4	2	10	9	7	78	79	75	10	8	16
Students with Disabilities	19	100	9919	100	98	93	513	489	505	NA	11	9	42	40	35	58	48	54	NA	1	2
Students without Disabilities	96	482	70081	100	100	100	579	573	571	2	2	2	3	2	7	80	85	79	15	10	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	45	285	37534	100	99	98	550	547	547	2	5	4	13	10	15	80	80	76	4	5	5
Non-Economically Disadvantaged	70	297	42466	100	100	100	579	571	578	1	3	2	7	8	7	74	78	75	17	12	16

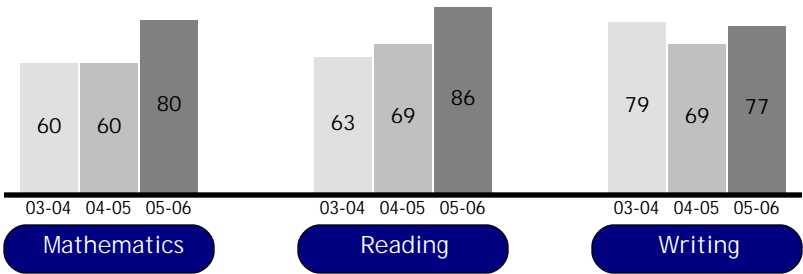
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	66	NA	58	99	60	47	47	100	48	39	46
	Language	97	56	41	50	99	61	45	47	100	44	41	48
	Mathematics	97	70	54	64	100	57	48	50	100	46	44	52
3	Reading	99	61	NA	55	97	51	41	44	96	54	43	46
	Language	100	64	54	61	97	46	41	44	96	54	43	46
	Mathematics	100	51	52	61	97	58	47	51	96	52	43	52
4	Reading	99	62	NA	56	100	59	46	48	94	56	44	52
	Language	100	60	51	52	100	55	46	49	94	59	46	52
	Mathematics	100	68	59	61	100	61	50	53	94	61	48	58
5	Reading	98	67	NA	55	100	51	50	50	90	67	50	56
	Language	99	55	45	49	100	49	49	50	90	67	46	54
	Mathematics	99	70	56	63	100	47	45	49	90	61	44	52
6	Reading	100	69	NA	56	100	59	48	51	90	56	52	56
	Language	100	59	44	48	100	59	45	47	90	46	44	50
	Mathematics	100	80	63	66	100	66	49	52	90	58	48	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Manzanita Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Implement School Technology
- ü Develop Technology Curriculum
- ü Public Relations
- ü District Level Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.50
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	4	0	0
10 or more years	9	21	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Library/Gym/Music Rooms
- ü Title 1
- ü Remedial/Speech Therapy/OT/Counseling/PT

Extracurricular Activities

- ü Student Council
- ü Gifted Class - Primary
- ü Chess Club
- ü Drama Club
- ü School Newspaper/Literary Magazine
- ü PE Club
- ü Computer Club
- ü Photo Club

Social Services

- ü Used Coat Drive/Clothing/Food Banks
- ü Fund raising for needy
- ü Tutoring Programs/RSVP
- ü Recreational Activities/PLAY
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Recognized as Exemplary School based on the Stanford 9 scores increase. Performed higher than the state average and higher than their own test scores the previous year in reading, language and math.
- ü Awarded the A+ designation by the Arizona Educational Foundation 2001.
- ü 2003-2004 Elementary Arizona Mathematics Teacher of the Year.
- ü First Nationally Board Certified Teacher in the district.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The district has developed an Emergency Management Plan. Our entire staff is inserviced regularly on the emergency plan. Safety in all areas is emphasized. Administrators take a zero-tolerance stance. Fire drills, lock-downs are practiced regularly.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mary Ann L. Smith	(928) 753-6197
Transportation Policy	Mary Ann L. Smith	(928) 753-6197
Community Resources	Mary Ann L. Smith	(928) 753-6197
School Nutrition Programs	Judy Sampson	(928) 753-6197
Parent Organization	Mary Ann L. Smith	(928) 753-6197
Student Health/Nurse	Connie Wagner	(928) 753-6197

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.